

THE FANCIEST FLOWER

Classroom Kit

Created for teachers, librarians and parents to support classroom discussion, creativity, and social emotional learning.

This kit provides classroom activities, discussion prompts, and printable activities to accompany the picture book, **The Fanciest Flower** by Summer Benton. The materials are designed for early elementary classrooms and can be used during read alouds, literacy blocks, SEL lessons, or art time.



Recommended Grade Levels:

Pre K – Grade 3

Subjects:

- Social Emotional Learning
- Reading Comprehension
 - Art and Creativity
 - Character Education

Social-Emotional Learning Objectives:

- Students practice expressing creativity and imagination.
- Students understand the importance of honesty and authenticity.
- Students reflect on what makes individuals unique and celebrate themselves and each other.

Vocabulary to discuss:

- Fancy
- Exotic
- Unique
- Honest
- Bouquet
- Trend

Pre-Reading Discussion:

- What makes something special?
- Can something ordinary still be beautiful?
- Why might people want something that seems fancy?
- What is more important: making someone happy or being honest?

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Teacher and Classroom Resource Guide

Read the book aloud. As you read the book aloud, here are some ideas to consider:

- Pause during the story to ask students what they think might happen next.
- Ask students how the character might be feeling.
- Invite students to notice the illustrations and describe details.
- Discuss what choices the character could make.

Lesson 1: Staying True to Yourself

• Objective: Understand the importance of being honest with themselves. Recognize that trying to please everyone can make someone feel unhappy. Practice expressing their own preferences.

• Introduction:

Ask students:

“Have you ever told a lie because you were worried about disappointing someone?”

“Have you ever said you liked something just because someone else liked it?”

“How did that feel?”

• Activity: My Favorite Flower

Students draw a flower that they personally love, even if it is unusual.

Encourage creativity:

- strange colors
- unusual shapes
- imaginative features

Teacher prompts:

- “What makes your flower special to you?”
- “What do you think this flower would smell like?”

Discussion:

Students share their flowers with the class. Ask:

“Did all the flowers look the same?”

“When you were drawing, did you worry about other people liking it?”

“If **you** like your flower, does it matter if other people like it?”

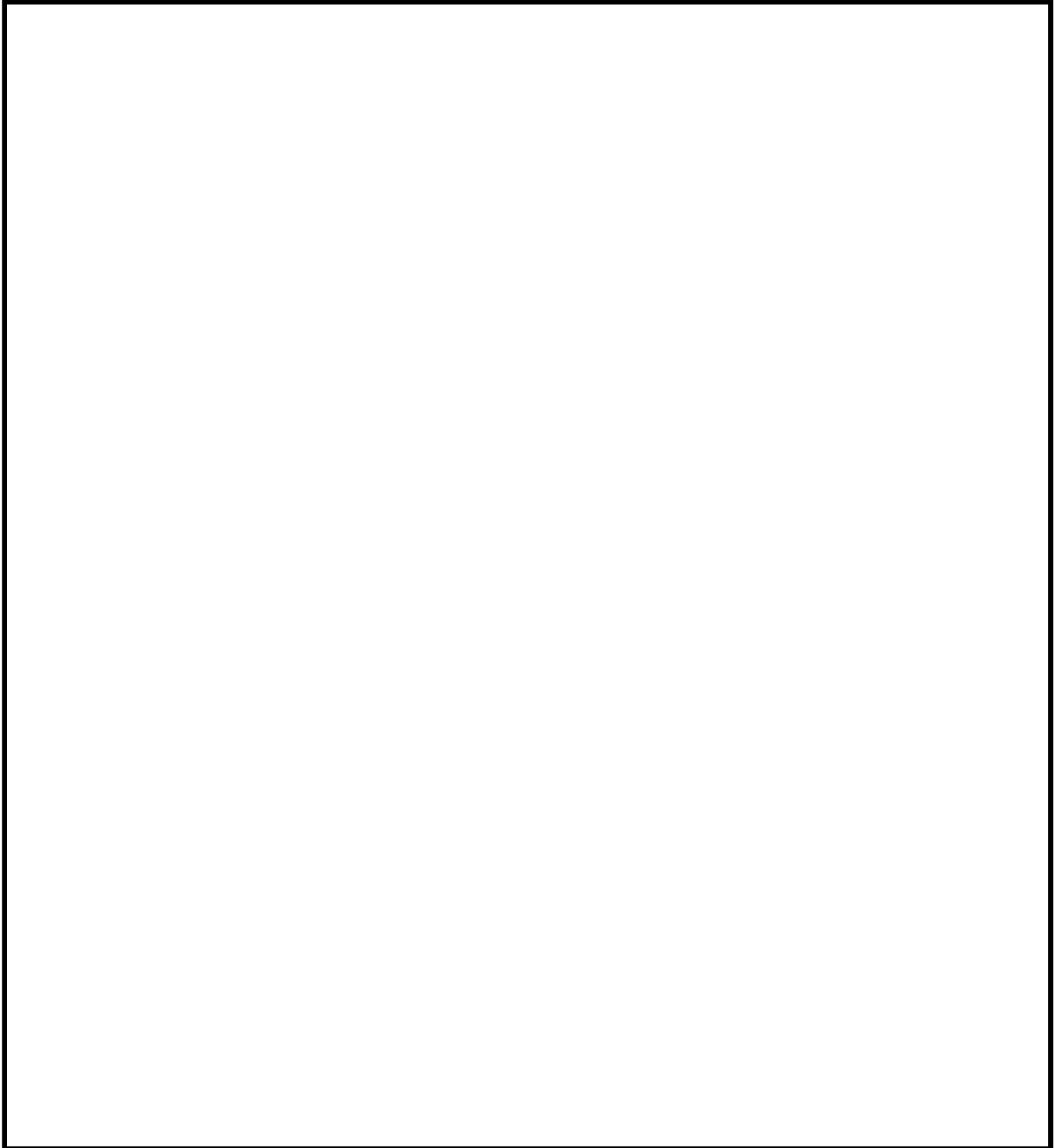
Closing Reflection:

Students finish this sentence: “Being true to myself means _____.”

(Examples: choosing my favorite colors, saying what I really think, doing what I enjoy, etc.)

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_____ 's favorite flower:
(Name)



Being true to myself means: _____

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Lesson 2: The Beautiful Bouquet

• Objective: Understand that different flowers together make the most beautiful bouquet. Recognize that differences make groups stronger. Celebrate diversity in appearance, ideas, and talents. Practice collaboration.

• Introduction:

Show students pictures of bouquets.

Ask students:

“Do bouquets usually have just one kind of flower?”

“Why do people mix many kinds together?”

• Activity: Classroom Bouquet

Students can use their favorite flower drawing from the previous lesson or create a new one. Encourage creativity and imagination. Allow students to make their flower however they want. They can cut them out if they like. After they are finished, the teacher collects all of the flowers and arranges them into a large classroom bouquet on the floor or a bulletin board.

Discussion:

Give the students a minute to take in the bouquet, then ask:

“Would the bouquet look as interesting if every flower looked the same?”

“What makes our bouquet beautiful?”

Guide the class towards the idea that everyone brings something different and special. We can only create this bouquet because everyone did their part.

Closing Reflection:

Just like a bouquet needs many different flowers, a classroom becomes stronger when everyone brings their own ideas and talents.

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Lesson 3: The Pretend Trend

• Objective: Understand how trends spread. Recognize that people sometimes follow along so they are not left out. Practice thinking for themselves and making their own choices.

• Introduction:

Show students a common object that they are very familiar with, like a pencil. Explain that it is actually not a pencil. It is actually a **Flummadiddle*** or some other silly word you made up.

• Activity: See if the trend catches on

Throughout the day, take every possible opportunity to use the new word. If a student calls the object by its correct name, act confused. Encourage those who use the new word.

Discussion:

At the end of the day, confess to the students that a pencil is actually still just a pencil.

Ask:

“Who started using the new word? Who chose to keep calling it a pencil? Why?”

“Did anyone start using it just because everyone else was?”

Discuss the difference between doing something because you want to, vs. doing it because everyone else is.

Closing Reflection:

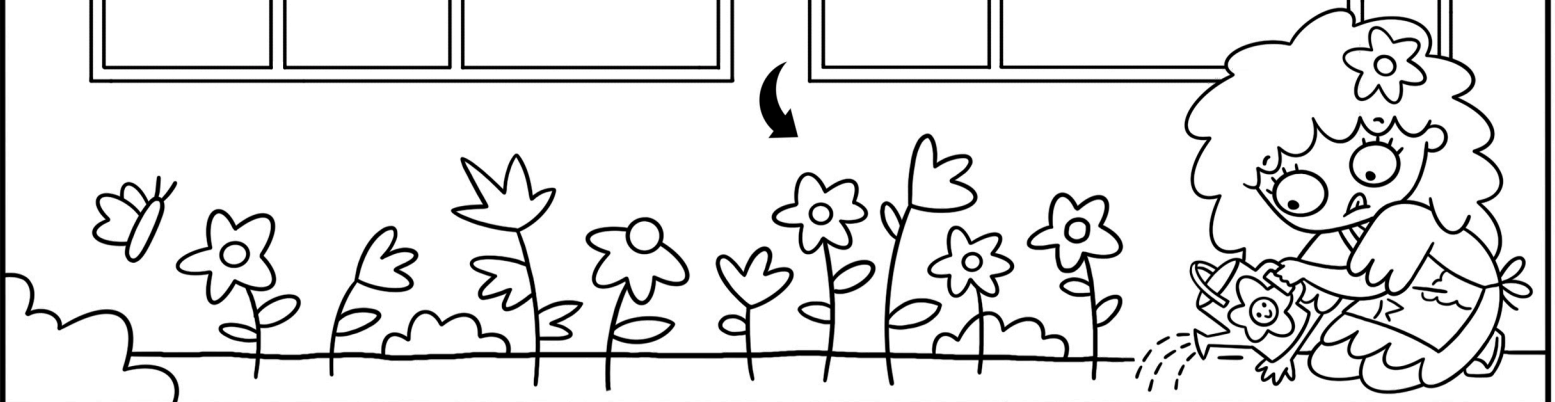
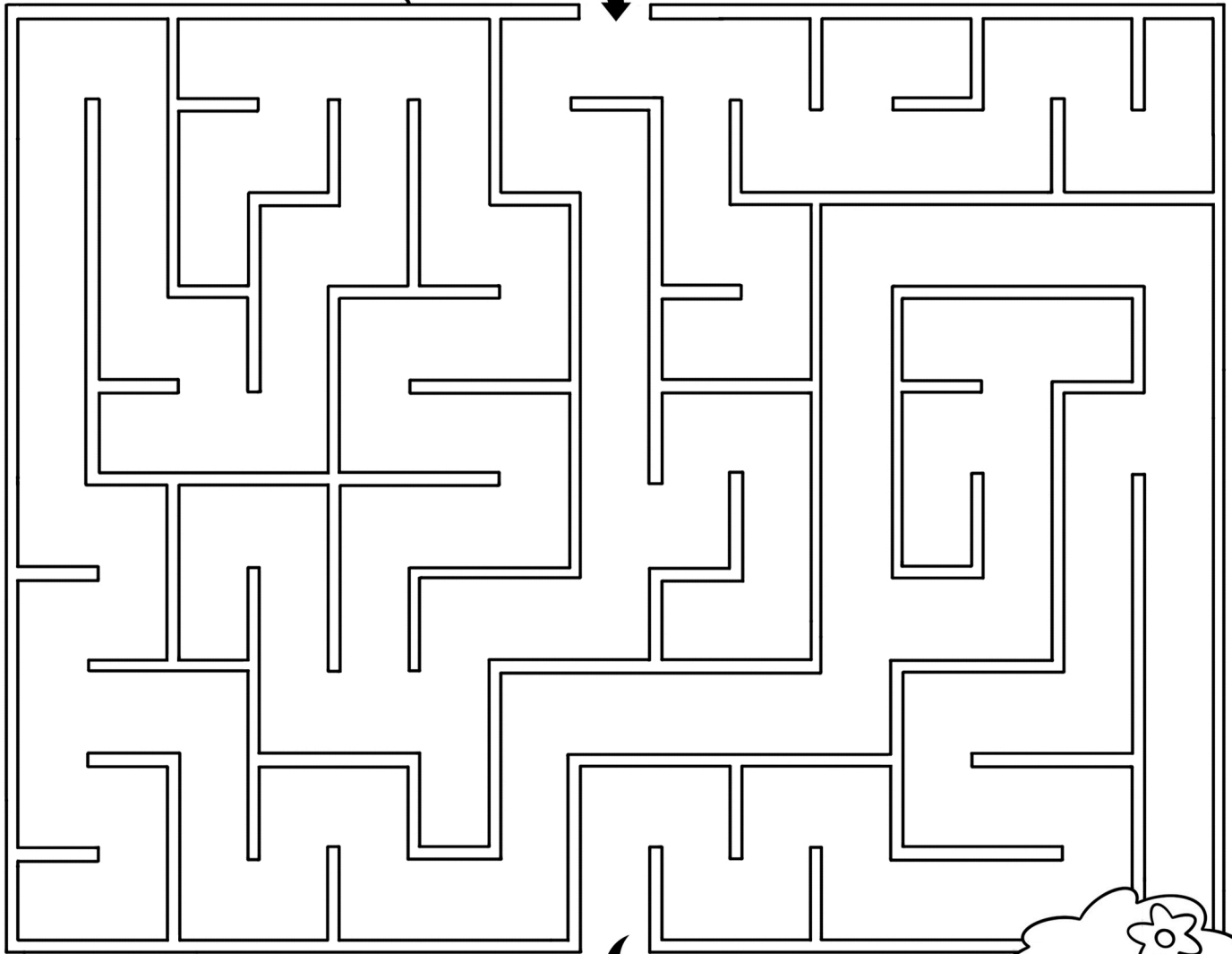
This lesson helps students recognize early social pressures in a fun and gentle way. Allow them to voice their feelings. They may have felt confused or frustrated. Some of them might have gone along with it just for fun. Hold space for all reactions, and remind them that trends can be fun to participate in, but they always have the choice to think independently.

*Did you know? **Flummadiddle** is actually a real word! Merriam-Webster defines it as “something foolish or worthless: nonsense, trash, a bauble, or frill.”

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Help Ferny O'Violet find her way through the maze to water her flowers!



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Ferny O'Violet chose a fork. But what **else** could be a "flower?"

It's a _____ flower! It may look and feel like an ordinary _____,
but in fact, it is widely considered the fanciest flower in the whole entire world.



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